

Boundary Street Elementary

1121 Speer Street
Newberry, SC 29108

Grades	PK-5 Elementary School	
Enrollment	411 Students	
Principal	Weldon Humphreys	803-321-2615
Superintendent	Dr. Walter Tobin	803-321-2600
Board Chair	Mr. Lee Attaway	803-345-7083

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	25	65	17	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Average	Excellent	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	Yes

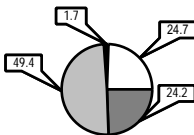
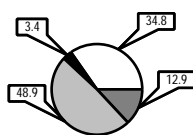
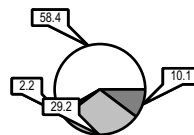
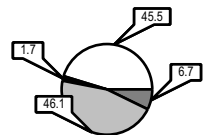
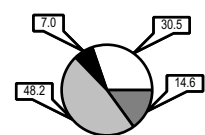
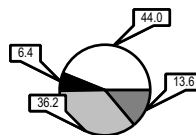
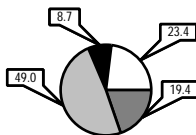
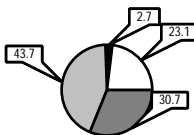
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	190	99.0	23.9	49.4	23.9	2.8	37.2	Yes	Yes
Gender									
Male	106	98.1	26.3	50.5	20.2	3.0	35.4		
Female	84	100.0	21.0	48.1	28.4	2.5	39.5		
Racial/Ethnic Group									
White	59	100.0	9.1	54.5	30.9	5.5	47.3	Yes	Yes
African American	105	98.1	28.0	49.0	22.0	1.0	36.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	26	100.0	40.0	40.0	16.0	4.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	142	100.0	24.4	48.1	25.2	2.2	36.3		
Disabled	48	95.8	22.2	53.3	20.0	4.4	40.0	I/S	Yes
Migrant Status									
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	182	98.9	22.0	50.9	24.3	2.9	38.2		
English Proficiency									
Limited English Proficient	21	100.0	50.0	40.0	10.0	0.0	10.0	I/S	I/S
Non-Limited English Proficient	169	98.8	20.6	50.6	25.6	3.1	40.6		
Socio-Economic Status									
Subsidized meals	138	99.3	30.0	49.2	20.0	0.8	30.8	Yes	Yes
Full-pay meals	52	98.1	8.0	50.0	34.0	8.0	54.0		

Mathematics – State Performance Objective = 36.7%									
All Students	190	99.0	33.9	49.4	13.3	3.3	30.6	Yes	Yes
Gender									
Male	106	98.1	32.3	46.5	18.2	3.0	36.4		
Female	84	100.0	35.8	53.1	7.4	3.7	23.5		
Racial/Ethnic Group									
White	59	100.0	16.4	63.6	10.9	9.1	45.5	Yes	Yes
African American	105	98.1	42.0	42.0	15.0	1.0	25.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	26	100.0	40.0	48.0	12.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	142	100.0	28.1	51.1	16.3	4.4	37.0		
Disabled	48	95.8	51.1	44.4	4.4	0.0	11.1	I/S	Yes
Migrant Status									
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	182	98.9	32.4	50.9	13.3	3.5	31.2		
English Proficiency									
Limited English Proficient	21	100.0	45.0	45.0	10.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	169	98.8	32.5	50.0	13.8	3.8	31.9		
Socio-Economic Status									
Subsidized meals	138	99.3	43.1	44.6	11.5	0.8	23.1	Yes	Yes
Full-pay meals	52	98.1	10.0	62.0	18.0	10.0	50.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	190	99.5	58.0	29.3	9.9	2.8	12.7
Gender							
Male	106	99.1	54.0	29.0	14.0	3.0	17.0
Female	84	100.0	63.0	29.6	4.9	2.5	7.4
Racial/Ethnic Group							
White	59	100.0	43.6	38.2	14.5	3.6	18.2
African American	105	99.1	62.4	26.7	8.9	2.0	10.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	26	100.0	72.0	20.0	4.0	4.0	8.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	142	100.0	51.9	34.1	11.1	3.0	14.1
Disabled	48	97.9	76.1	15.2	6.5	2.2	8.7
Migrant Status							
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	182	99.5	56.9	29.9	10.3	2.9	13.2
English Proficiency							
Limited English Proficient	21	100.0	80.0	15.0	5.0	0.0	5.0
Non-Limited English Proficient	169	99.4	55.3	31.1	10.6	3.1	13.7
Socio-Economic Status							
Subsidized meals	138	99.3	65.4	26.9	6.9	0.8	7.7
Full-pay meals	52	100.0	39.2	35.3	17.6	7.8	25.5

Social Studies							
All Students	190	99.0	43.9	46.1	6.7	3.3	10.0
Gender							
Male	106	99.1	37.0	51.0	8.0	4.0	12.0
Female	84	98.8	52.5	40.0	5.0	2.5	7.5
Racial/Ethnic Group							
White	59	100.0	30.9	52.7	10.9	5.5	16.4
African American	105	98.1	49.0	43.0	6.0	2.0	8.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	26	100.0	52.0	44.0	0.0	4.0	4.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	142	99.3	39.6	49.3	9.0	2.2	11.2
Disabled	48	97.9	56.5	37.0	0.0	6.5	6.5
Migrant Status							
Migrant	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	182	98.9	42.2	47.4	6.9	3.5	10.4
English Proficiency							
Limited English Proficient	21	100.0	60.0	40.0	0.0	0.0	0.0
Non-Limited English Proficient	169	98.8	41.9	46.9	7.5	3.8	11.3
Socio-Economic Status							
Subsidized meals	138	98.6	48.1	48.1	2.3	1.6	3.9
Full-pay meals	52	100.0	33.3	41.2	17.6	7.8	25.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	106	99.1	16.2	53.5	28.3	2.0	30.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	97.4	14.3	38.6	44.3	2.9	47.1
	4	57	100.0	23.1	65.4	9.6	1.9	11.5
	5	57	100.0	38.9	48.1	13.0	0.0	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	106	100.0	33.0	52.0	12.0	3.0	15.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	97.4	32.9	57.1	10.0	0.0	10.0
	4	57	100.0	23.1	48.1	25.0	3.8	28.8
	5	57	100.0	46.3	40.7	5.6	7.4	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	76	98.7	60.6	32.4	7.0	0.0	7.0
	4	57	100.0	38.5	30.8	23.1	7.7	30.8
	5	57	100.0	72.2	24.1	1.9	1.9	3.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	76	98.7	45.1	50.7	4.2	0.0	4.2
	4	57	100.0	21.2	61.5	13.5	3.8	17.3
	5	57	98.3	66.0	26.4	3.8	3.8	7.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 411)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.5%	Down from 5.8%	3.6%	3.0%
Attendance rate	96.6%	Down from 96.8%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.3%	Down from 20.2%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.2%	Down from 20.8%	3.3%	3.2%
Eligible for gifted and talented	3.0%	Up from 1.8%	9.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.6%	Up from 12.5%	8.9%	8.2%
Older than usual for grade	1.5%	Up from 0.5%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	40.5%	Up from 35.1%	50.0%	52.6%
Continuing contract teachers	86.5%	Down from 97.3%	84.0%	83.3%
Highly qualified teachers	94.1%	Up from 93.9%	94.7%	93.5%
Teachers with emergency or provisional certificates	2.9%	Down from 8.6%	0.0%	0.0%
Teachers returning from previous year	78.2%	Down from 86.8%	87.0%	87.0%
Teacher attendance rate	92.8%	Down from 93.0%	94.8%	95.0%
Average teacher salary	\$38,781	Up 3.1%	\$41,112	\$41,703
Prof. development days/teacher	11.8 days	Down from 12.7 days	13.2 days	12.8 days
School				
Principal's years at school	1.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 18.0 to 1	18.4 to 1	18.8 to 1
Prime instructional time	87.4%	Down from 87.6%	89.1%	89.8%
Dollars spent per pupil*	\$6,227	Down 6.1%	\$6,126	\$6,242
Percent of expenditures for teacher salaries*	71.0%	Up from 69.3%	64.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.1%		89.4%	
Highly qualified teachers in high poverty schools	98.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year was a year of transition for Boundary Street Elementary. We moved into a temporary facility while our building undergoes extensive renovations and additions. We also added grades 4 and 5.

This year was filled with many accomplishments and celebrations. Our school received their Charter for Junior Beta Club and initiated its first members into this prestigious organization. Our library circulation of approximately 60,000 continued to be quite high. This is only one indicator of the strong commitment to reading that continues to be a part of this school. We met our Adequate Yearly Progress (AYP) by achieving 13 of our 13 objectives. The Newberry Reading Council recognized several Boundary students as contest winners of the Young Writers Contest. Under the direction of music teacher, Belinda Pruett, our students had an excellent performance of the musical "Oliver" at the Newberry Opera House. Congratulations to Boundary's teacher of the year, Lynn Ullman, who represented the school at several functions during the year.

Professional development continued to be a priority as we strive to better equip our faculty and staff to meet the diverse needs of our students. Faculty and staff members engaged in a variety of professional readings and book studies, and attended a variety of conferences and workshops including the Math Conference, Reading Conference, Early Childhood Conference and many of the State Department's Best Practice Seminars.

A special thanks to our PTO and others who helped make our transition from Boundary Street to Speers Street a successful team effort.

Weldon E. Humphreys, Principal
Brandy Suber, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	54	25
Percent satisfied with learning environment	91.7%	83.3%	64.0%
Percent satisfied with social and physical environment	72.2%	85.7%	56.0%
Percent satisfied with school-home relations	68.6%	84.3%	62.5%

*Only students at the highest elementary school grade level at this school and their parents were included.